

COMPETENCY LISTS
ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS CLUSTER
09/23/2005

DEFINITIONS

Cluster Process

Statements defining the essential cognitive process skills for the entire cluster (8-10)

Pathway Process

Statements defining the essential cognitive process skills unique to a pathway (4-6)

Pathway Content

Statements in 5 categories defining the knowledge areas unique to a pathway (10-15)

OUTLINE

PART ONE: Cluster Process

PART TWO: Pathway Process

Performing Arts

Visual Arts

Recorded Motion Arts

Mass Media Arts

PART THREE: Pathway Content

Visual and Performing Arts, General 50.0101 (*Dance*)

Performance

Choreography and Composition

Expression, Creativity and Meaning

Cultural and Historical Understanding

Context and Connections

Visual and Performing Arts, General 50.0101 (*Theater*)

Category 1

Category 2

Category 3

Category 4

Category 5

Design and Visual Communications, General 50.0401

Category 1

Category 2

Category 3

Category 4

Category 5

Animation, Interactive Technology, Video Graphics and Special Effects

10.0304

Category 1

Category 2

Category 3

Category 4

Category 5

Graphic and Printing Equipment Operator, General Production 10.0305

Category 1

Category 2

Category 3

Category 4

Category 5

Cinematography and Film/Video Production 50.0602

Category 1

Category 2

Category 3

Category 4

Category 5

Journalism 09.0400

Category 1

Category 2

Category 3

Category 4

Category 5

Graphic and Printing Equipment Operator, General 48.0201

Category 1

Category 2

Category 3

Category 4

Category 5

Web/Multimedia Management and Webmaster 11.1004

Category 1

Category 2

Category 3

Category 4

Category 5

PART ONE: Cluster Process

Processes, analyzes, and responds to sensory information through the language and skills unique to a given art.

Creates, performs, and participates in a given art.

Responds to, analyzes, and makes critical assessments about works of a given art form.

Connects and applies what is learned in a given art form to learning in other art forms, subject areas, and careers.

Communicates ideas, values, philosophies, beliefs, and other types of knowledge through a given art form and understands such communication from others using a given art form.

Relates the arts, in general and in very detailed information, to all aspects of life on individual, familial, national, societal and historical levels.

Uses the transcendent quality of the arts to grow as an individual and a member of society to improve abilities as an artist, a citizen, and a human being.

Senses current trends and issues in the industry and adjusts their thinking and doing based on that knowledge.

PART TWO: Pathway Process

Performing Arts

Practices the “inner game,” knowing how to train the mind/body to produce a desired outcome/performance, to control anxiety, to balance emotions with practical aspects of a performance, et al.

Envisions success through various visualization techniques.

Conceives of time as an inherent, useful, and controllable tool in a given art form.

Perceives the parts and the whole simultaneously; multitasks cognitively; practices in-process metacognition

Multitasks cognitively and practices in-process metacognition

Visual Arts

Process 1
Process 2
Process 3
Process 4
Process 5

Recorded Motion Arts

Process 1
Process 2
Process 3
Process 4
Process 5

Mass Media Arts

Process 1
Process 2
Process 3
Process 4
Process 5

PART THREE: Pathway Content

Visual and Performing Arts, General 50.0101 (*Dance*)

Performance

- Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements
- Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions
- Students demonstrate rhythmic acuity
- Students create and perform combinations and variations in a broad dynamic range
- Students demonstrate projection while performing dance skills
- Students demonstrate the ability to remember extended movement sequences
- Students demonstrate a high level of consistency and reliability in performing technical skills
- Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance
- Students refine technique through self-evaluation and correction

Choreography and Composition

- Students use improvisation to generate movement for choreography
- Students demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies
- Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures
- Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity
- Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance

Expression, Creativity and Meaning

- Students formulate and answer questions about how movement choices communicate abstract ideas in dance
- Students demonstrate understanding of how personal experience influences the interpretation of a dance
- Students create a dance that effectively communicates a contemporary social theme
- Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives
- Students compare and contrast how meaning is communicated in two of their own choreographic works
- Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others
- Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?)
- Students discuss how skills developed in dance are applicable to a variety of careers
- Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet)

Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance

Cultural and Historical Understanding

Students perform and describe similarities and differences between two contemporary theatrical forms of dance

Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)

Students create and answer twenty-five questions about dance and dancers prior to the twentieth century

Students analyze how dance and dancers are portrayed in contemporary media

Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts

Students compare and contrast the role and significance of dance in two different social/historical/ cultural/political contexts

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.

Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

Context and Connections

Students reflect upon their own progress and personal growth during their study of dance

Students effectively communicate how lifestyle choices affect the dancer

Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media

Students discuss challenges facing professional performers in maintaining healthy lifestyles

Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines

Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning

Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project

Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context

Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Students demonstrate effective use of technology for recording, analyzing, and creating dances.

Students apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

Students examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

Visual and Performing Arts, General 50.0101 (*Theater*)

Category 1

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Category 2

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Category 3

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Category 4

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Category 5

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Design and Visual Communications, General 50.0401

Category 1

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Category 2

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Category 3

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Category 4

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Category 5

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Animation, Interactive Technology, Video Graphics and Special Effects 10.0304

Category 1

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Category 2

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Category 3

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Category 4

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Category 5

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Graphic and Printing Equipment Operator, General Production 10.0305

Category 1

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Category 3

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Category 4

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Category 5

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Cinematography and Film/Video Production 50.0602

Category 1

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Category 2

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Category 3

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Category 4

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Journalism 09.0400

Category 1

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Graphic and Printing Equipment Operator, General 48.0201

Category 1

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Web/Multimedia Management and Webmaster 11.1004

Category 1

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